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255 and 259, simply because he has emphasized the idea of adaptation of teaching to the age of pupils. In these addresses and essays, as in all of Professor Laurie's writings, the diction is worthy of the subject.

An Ideal School. By PRESTON W. SEARCH. D. Appleton & Co. 357 pp.

THERE are two dominant ideas in this projection of an ideal school: the necessity for a joyous, healthful physical life for children; the possibility of classifying children so that the extremes of ability in any group shall be almost identical. The writer, unfortunately, adopts the exhortatory and declamatory style which is affected by many lecturers in institutes for elementary school teachers. The most effective parts in the treatment of the leading ideas lie in the descriptions of the Abbotsholme, l'École des Roches, and other schools which are making the establishment of health among children an essential in their programs; and also, in the accounts of the methods pursued by various teachers who are making the development of the individuality of each child the central thought in their work.

Although the subjects in the curriculum are written up, the point of view is largely that of the old school. The psychology of the various subjects taught, particularly of mathematics, has not been considered by the author.

At present, no treatment of high-school children is possible without a few paragraphs or pages devoted to adolescence. The quotations on this subject are good, but the reader cannot help wondering what is the ideal of elementary education in the philosophy of those who see the necessity for activity first looming up in the high school. What about activity all through the school life?

Another minor question which receives attention is that of co-education. At first the author thinks that co-education between the ages of thirteen and seventeen is "a debatable question." It would be interesting to note the different ages and lengths of period in which co-education is "a debatable question" with different separatists. However, Mr. Search does not continue his discussion of separation very long. His understanding of boys and girls is so sympathetic that he finds it impossible to maintain his attitude of doubt in regard to co-education, and he finally concludes that "It is far better to have a boy's conception of girlhood colored by contact with the noble average girl of the school than by his riotous imagination or some exceptional suggestion."

The concluding chapter is a plea for the private endowment of an elementary and secondary ideal school. It is passing strange that the endowment in 1899 of the Chicago Institute, in which Colonel Parker was to be the moving spirit, entirely escaped the notice of Mr. Search, whose book appeared two years later.

Mental Growth and Control. By NATHAN OPPENHEIM, M.D. The Macmillan Company, 1902. Pp. 289 + viii.

A DISTINGUISHING characteristic of the medical doctor is a fondness for reflecting on ethical questions. The fundamental in this act is always of a psychological nature. As a rule, the physician is readier in discussion of questions bearing on mental activity than on bodily structure or function when speaking to the general public. Ethics and psychology are related to physiology, but the doctor whose business in life is caring for the body treats the problems in their domain in a somewhat dilettanteish

fashion. So necessary is the combination of the scientist and the dilettante in the man or woman who prescribes for one's physical ills that it is safe to assume a vital weakness in your physician if he has not time to think about the whole nature of the human being. As one reads this book one's appreciation of the important part the physician plays in the ethical life of the community is increased. The table of contents is direct and clear. The questions are fundamental in a study of the subject of mental growth and control.

One concludes the reading of the chapter on "The Mind as a Machine" with the same query which suggests itself in regard to chapters on the brain and the nervous system in the small manuals of psychology and of physiology. The query is whether it would not be better to have much less, or possibly nothing, on the anatomy and physiology of the brain and the nervous system if the writer cannot have sufficient space to treat those subjects so that the reader will have more than a sketchy acquaintance with them. The reasoning is not clear by which the author arrives at the statement that while there may be fear and confusion in the mind of a reader upon learning that a certain activity originates in the island of Reil, but if he knows that the island is only a number of intuned convolutions in the fissure of Sylvius the statement will be accepted "with confidence and peace of mind."

Instinct is discussed from the popular, not the scientific, point of view. The great distinction between instincts and impulses is ignored or possibly unknown to the author. There is, at last, a cumulative use of the terms on page 104, where we read about instinctive impulses. There are many instances in which the confusion in thinking is due to the attempt to cover the field of ethics in what might be termed ethical psychology. We have books on educational psychology, and they sometimes undertake to cover all of the questions that arise in education.

The moralizing on the will reaches high-water mark at times. There are many good suggestions that emanate from the practice of the medical doctor, but the definition of the will as "the conscious choosing of an idea or course of action out of a great number of possible ideas or courses" fails to present the idea of a functioning of the mental content based on experience. It is debatable whether "in irritation or fatigue the will slips away from a pliable and intelligent control."

These minor criticisms are induced by the defective psychology, not faulty ethics of the author. The publishers will attain their expressed aim in issuing the series of which this book is the second number if the other volumes are equal to this.

ELLA F. YOUNG.

THE UNIVERSITY OF CHICAGO.

BOOKS RECEIVED.

The Negro Common School. By the Sixth Atlanta Conference. Edited by W. E. Burchardt DuBois, corresponding secretary of the conference. Size 6×8½. Pp. 120. Price (paper) 25 cents. Atlanta: University Press.

This is a very valuable book to the person interested in educational and social problems in the South. The work of this conference is constructive and merits hearty support; the investigation into the actual conditions in the negro schools has been carried on in a thorough and systematic manner and the revelations in this report